Improving the Distribution of Effective Teachers in Tennessee

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Call to Action

"There is great optimism and hope in our data that shows that no matter who you are or where you have come from, if a child is in front of an excellent teacher, and more importantly, a series of excellent teachers, he will make progress and perform well."

Governor Phil Bredesen
U.S. Chamber of Commerce
Institute on a Competitive Workforce Summit
September 2007

Equitable Distribution of Effective Teachers

Required by USDOE
- Race for the Top
- Reauthorization of ESEA

Tennessee's Action Plan
- Moving from studying distribution of teachers' characteristics (e.g. experience and education levels) to increasing teacher effectiveness
  - TN Teacher Equity Plan 2010, required by NCLB, focuses on teacher effectiveness and closing the teacher equity gap

Teacher Effectiveness

- Teacher Effectiveness: how well a teacher facilitates student progress, as measured on statewide achievement assessments.
- Teacher Effect Scores are generated by Tennessee's Value-Added System
- Teacher Effectiveness Levels: 1-5
  - Level 3, Average Effectiveness, is the category for teachers whose students' assessment results are near the state's growth standard, on average
- Teacher effect data in high poverty/low poverty schools are analyzed to measure progress toward
  - Increasing teacher effectiveness and
  - Improving the equitable distribution of effective teachers.

Teacher Effectiveness Studies

Findings from 2007 Research Brief

▫ A clear equity problem existed: students in high poverty, high minority schools had less access to the state's most effective teachers and more access to the state's least effective teachers.

- Findings from 2009 Research Brief,

▫ Students in High Priority Schools have:

• Less access to the state's most effective teachers in reading/language arts, English II, and Algebra I

• More access to the state's least effective teachers in reading/language arts and math than students in other schools across the state.

Teacher Effectiveness in 2010 Plan

- Comparing combined math, science, and reading/language arts teacher effect scores (2008-09), high poverty schools have a larger percentage of ineffective teachers and a smaller percentage of highly effective teachers than low poverty schools.

- For reading/language arts, the gap is most significant.

- For math and science, the gap is small, but the percentage of ineffective teachers in schools across all poverty levels is large.

- Additionally, for science, high poverty schools have a much smaller percentage of highly effective teachers than low poverty schools.

Teacher Effectiveness Reading/Language Arts

Table of Teacher Rating by Poverty Category			
Teacher Rating	**Poverty Category**		
	High Poverty	**Low Poverty**	**Middle**
Highly Effective (Levels 4,5)	16.2	28.2	22.2
Average Effectiveness (Level 3)	50.9	53.2	58.2
Ineffective (Levels 1, 2)	32.9	18.6	19.8

Race to the Top Goal

To ensure the equitable distribution of effective teachers and principals in high-poverty schools

- % of highly effective teachers (Levels 4 & 5) in high poverty Schools
  - Move from 23% to Target: 60%

- % of infective teachers (Levels 1 & 2) in high poverty schools
  - Move from 32% to Target: <10%

Strategies to Improve Equitable Distribution of Effective Teachers

- Teacher Effect Data

- TELL Tennessee Survey

- New Compensation Systems

Strategy: Using Teacher Effect Data

- Analyze and use teacher effect data
  - to improve instruction in schools
  - to improve the equitable distribution of highly effective teachers
- By linking teacher effect data to
  - teacher professional development, intervention, and coaching
  - teacher/principal evaluations, differentiated pay, and teacher assignment strategies.

Strategy: TELL Tennessee Survey

- **T**eaching, **E**mpowering, **L**eading, and **L**earning Survey
  - Administered in February to every licensed school-based educator across the state
  - To assess, understand, and improve teaching conditions in TN schools.
- Targeted technical assistance based on survey data analyses
  - Provided SY 20011-12 to districts and schools to improve working and learning conditions in order to
    - Recruit, retain, and develop effective teachers,
    - Eliminate the gap in the equitable distribution of effective teachers, and
    - Increase student learning

Understanding and Improving Teaching, Empowering, Leading and Learning Conditions in Tennessee

TELL Tennessee Survey: Teaching Conditions

75 core questions in nine research-based working conditions areas:

1. Time
2. Facilities and Resources
3. Community Engagement and Support
4. Managing Student Conduct
5. Teacher Leadership
6. School Leadership
7. Professional Development
8. Instructional Practices and Support
9. New Teacher Support

Strategy: Educator Compensation Reform

New Compensation Systems Based on Differentiated Roles and Performance

- Grants : To develop and implement performance-based compensations systems
  - FTTT Competitive Supplemental Fund
    - $1.5 Million
  - FTTT Innovation Acceleration Fund:
    - $12.0 Million
  - Teacher Incentive Fund
    - $36.0 Million

Competitive Supplemental Fund

- 1.5 million FTTT funding over four years for innovation in compensation/school turnaround: 28 eligible districts
- Year 1: $300,00 for compensation reform planning
- Six Districts: $50,000 Awards to plan new compensation
  - Bradford SSD
  - Hollow-Rock Bruceton
  - Lexington City
  - South Carroll
  - Trousdale
  - Dayton City

Innovation Acceleration Fund

- $12 Million FTTT funding
- Four-Year Grants Awarded
  - To 3-5 districts
  - Up to $4million -depending on teacher count
- Design/implement sustainable compensation systems based upon alternative salary schedules
- Requirements
  - Alternative salary schedule -performance-based
  - Agreement of local teachers association
  - Sustainability after FTTT funding stops.

Teacher Incentive Fund

- $36 million Federal grant to TN

- Plan and Implement Performance-Based Compensation Systems in participating schools

- 14 districts
- 100 schools

- Oneida SSD
  McMinn County
  MNPS
  Bradford SSD
  Hamilton County
  Hollow-Rock Bruceton
  Knox County
  Lebanon SSD
  Lexington City
  Scott County
  Shelby County
  Tipton County
  Putnam County

Grants: Performance-Based Compensation Systems

- These grant programs are designed
  - To raise student learning and
  - To improve educational opportunities for students
  - By encouraging, guiding, and rewarding educator effectiveness and
  - By addressing challenges in the recruitment and retention of highly effective educators.
- The expectation is that these performance-based compensation systems become sustainable
  - through district and other resources by the end of program participation.

Design of PBCS

- Differentiated Levels of Compensation for Effective Teachers and Principals

- Fiscal Sustainability of the Performance-Based Compensation System (PBCS)

- Focus on Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools

Measures of Educator Effectiveness

- Educators will be rewarded using a multi-dimensional measure of effectiveness that aligns with and builds upon the State's teacher/principal evaluation system.
- Grantees will reward educators for
  - (1) Contribution to student learning
  - (2) Evidence of professional skill
  - (3) Ongoing professional learning
  - (4) Contribution to ongoing school development
  - (5) Evidence of professional leadership.

Award Determination, Structure, and Size

Bonus awards based on
- Individual educator performance
- Performance of a team of educators.
  - a grade level team
  - an academic department
  - an inter-disciplinary team
- Entire school combined with individual and/or team-level performance

Bonus awards of significant amounts to educators
- Ranging from no less than $1,500 to no more than $10,000.
- Financial Incentives
  - Hard to staff subjects or schools
- Working conditions incentives to support teachers and improve climate

Core Elements for Effective PBCS

- Communication strategy
- Professional development and technical assistance activities
- Stakeholder buy-in
- A rigorous, fair, and transparent evaluation system
- Data systems
- Evaluation of PBCS

Questions:

- More on Planning for Teacher Incentives in Break-out Sessions this afternoon